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ABSTRACT

This curriculum guide consists of seven topic areas, major generalizations for each topic covered, and suggested teaching and learning methods. The major topics are: 1) economics, 2) pre-industrial history, 3) science, 4) politics, 5) economic development and industrialization, 6) the economic situation in the student's own country and locality, and, 7) social and cultural change. Content is focused on major understandings for the subject area rather than on particular facts associated with Botswana or Africa. Related documents are SO 000 744 and SO 000 745. (JLB)

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SHASHI RIVER SYLLABUS - BOTSWANA

DEVELOPMENT STUDIES

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DEVELOPMENT STUDIES

SYLLABUS HEADINGS		NOTES
1. Economics		
	i. People's material wants and needs and how they are satisfied by goods and services	People's material wants and needs basic survival needs - for food, matter of economies is shown to b wants. Economic development is s material wants are more fully sat production of goods and services and needs are contrasted with the and so on). The difference betwe students can familiarise themselv services produced in, say, their
	ii. The production of goods and services and the factors of production.	The production process is analyse be helpful to show first that goo nature.' The next step is to sho needed to produce anything at all the 'Factors of Production' and labour, tools and knowledge or sk at this early stage as an indepen analysis should almost certainly
5	iii. Consumption, distribution and exchange. The distinction between consumer goods and producer goods.	This sub-section may be helpfully 'What happens to goods when they goods of any kind may be exchange there is an important distinctio people's material wants and needs things which directly satisfy peo goods).
	iv. The elementary production surplus	This sub-section may be helpfully 'How are more goods produced?' . in the simplest possible terms. production a part of what is prod consumed but must be used in way other words invested. This can farming family as an example. A have deliberately to cut back it to achieve an investible product

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nts and needs are shown to build up from the most
- for food, clothing, shelter, etc. The subject
is shown to be the satisfaction of material needs and
velopment is shown to be the process by which these
ore fully satisfied - namely the process by which the
and services is increased. People's material wants
sted with their non-material needs (for love, justice
ference between goods and services are made clear and
rise themselves with it e.g. by listing goods and
, say, their village or country or at their school.

ss is analysed in the simplest possible terms. It may
irst that goods come partly from man partly from
ep is to show what different kinds of things are
ything at all. These are described conventionally as
uction' and given as Natural Resources (including land),
owledge or skill. Capital may or may not be mentioned
as an independent factor of production. But its
st certainly be postponed until later in the course.

be helpfully introduced by posing the question:
ds when they have been produced?. It is shown that
y be exchanged or distributed. It is also shown that
t distinction between goods which directly satisfy
nts and needs (consumer goods) and those used to make
y satisfy people's material needs and wants (producer

be helpfully introduced by posing the question:
produced?' . At this stage the question is answered
ible terms. It is shown that in order to increase
what is produced - namely a 'surplus' - must not be
used in ways which increase production later on, in
. This can be shown quite simply using a typical
example. And it can be shown that the family may
cut back its consumption or reduce its leisure time
ible production surplus.

v.	Specialisation and the division of labour.	It is shown how specialisation and th to be more productive, and how histori to produce more. Students are shown t production at all, its productive memb than simply satisfying consumption nec time' after providing for consumption repercussions of the original elementa
vi.	Innovation and technical change	This short sub-section looks forward methods and its history. Simple, and answers are offered to the question 'W goods produced?.
vii.	Money.	It is emphasised at the outset of thi services can take place, and historic circulation of money. Money is shown the production process. It is then sh enormous convenience, first as a mediu measuring price or value, and third a be emphasised in particular that 'surp iv - may be conveniently converted fro historically this has happened.
viii.	Employment and labour.	It is shown how, in communities where replaced hunting and gathering, indivi independent producers. Some will beco production units will evolve). Other or by constraint) in return for their that the product is always divided - proportions - between the employer and
ix.	Costs, wages, income, profits, savings, investments	Students are introduced, in language production costs (what a producer has They are also introduced to the notion shown to be what is left over from the other charges have been subtracted. Si which are left over after consumption

.../3

specialisation and the division of l hour can enable people
ctive, and how historically specialisation has enabled people
Students are shown that if a community is to increase its
l, its productive members must be able to do a little better
sfying consumption needs. Specialisation, and 'surplus
ding for consumption needs are shown to be logical
the original elementary surplus.

section looks forward to the later discussion of scientific
history. Simple, and so far as possible non-technical,
red to the question 'How are different and more efficient

at the outset of this section that the production of goods and
e place, and historically has taken place, without the
oney. Money is shown as being thus in some sense secondary to
rocess. It is then shown that it, money, is nevertheless an
ence, first as a medium of exchange, second as a means of
or value, and third as a store of wealth. It may helpfully
particular that 'surpluses' - in the sense used in sub-section
reniently converted from goods and services into money and that
s has happened.

in communities where crop planting and animal husbadry have
and gathering, individuals may stop being single and
ducers. Some will become large scale producers (or communal
will evolve). Others will offer their labour (either freely
) in return for their subsistence or for wages. It is shown
t is always divided - though, of course, in very varying
etween the employer and the employees.

troduced, in language as simple as possible, to the notion of
(what a producer has to spend in order to produce his goods).
ntroduced to the notions of wages and income. Profits are then
t is left over from the value of production after costs and all
ave been subtracted. Savings are shown to be any part of wages
over after consumption expenditure has been completed.

../3

x. Trade and the trader's margin	The trader is introduced as the ma of some particular goods but in th introduced to the notion of the tra how the money received by the trade and the producer of the goods. Aga need not be a private capitalist an carried out in various different wa
xi Lending, borrowing, banking.	The money lender and the banker ar economic development is concerned, and the money lender is the functio as possible of the community's prof is shown that the banking and money by private capitalists but can be c
xii. Supply and demand, the market, productivity, the allocation of resources.	Students are introduced to the noti notion of the market. It is shown demand. It is also shown that, fro demand is mainly important because a community's surplus (its profits demand. Changes in market size, an shown to be of importance in econom Students are also introduced to the how productivity is one of the main market. Students are introduced, i a community may face when it decide savings) should be invested and how allocated. It is shown that the ou determined by strictly economic con
xiii. Capital accumulation	In this sub-section, students are s productive and social capital which generation.

therefore shown to be special forms of the
entified in sub-section iv. It is shown that
n can only increase if, and to the extent that, its
invested. It is emphasised that the word 'profit'
ally neutral way and does not imply any particular
other production arrangements.

ed as the man who specialises not in the production
ds but in the business of exchange. Students are
on of the trader's margin. It is shown by examples,
by the trader from goods is divided between himself
goods. Again, it is emphasised that the trader
capitalist and that the exchange function can be
different ways.

he banker are introduced. It is shown that so far as
s concerned, the most important function of the banker
s the function of ensuring that as large a proportion
munity's profits and savings are invested. Again it
ing and money-lending function need not be performed
but can be carried out in different ways.

d to the notions of supply and demand and to the
It is shown that production is usually geared to
own that, from the viewpoint of economic development,
tant because it tends to influence what proportion of
(its profits and savings) is invested to supply the
rket size, and specifically an expanding market; are
nce in economic development for the same reason.
oduced to the notion of productivity and it is shown
e of the main factors limiting the size of the
introduced, finally, to some of the main choices which
hen it decides how its surplus (its profits plus
ested and how more generally, its resources should be
n that the outcome of those choices may or may not be
economic considerations.

tudents are shown how a community may increase the
capital which it has inherited from the previous

xiv.	Elementary national accounts and taxation.	The notions of 'national income' capita income' and 'per capita and analysis are taken to only a required to reach is one which wi different experiences of rapid ec This section also includes an ele
xv.	The growth of National Incomes and National Products.	Students are introduced to the f incomes and national products an factors which determine these cha
xvi.	Population growth and how it is related to the growth of national products and income.	Students are shown how populatio factors affecting changes in Nat they are introduced to the facto
2.	Pre-Industrial History	
i.	Hunters and gatherers.	The economic and social lives of taken as a surviving example. Th emphasised, their low population which their way of life imposes. life allows very little time for survival needs. The very gradua over thousands of years is noted apprehension which identifies ci developed societies, the artisti attractiveness of their egalitar
ii.	The Agricultural Revolution.	The planting of crops and the fi and tentatively placed historica shown how the new techniques 'ra of the world except Australia - where these introductions follow at the mercy of nature and has g resources.
iii.	From the Agricultural to the Industrial revolution	
	(a) Agricultural development.	The main early steps in the impr discovery of how soil fertility cultivation possible); the inven draught animals; the replace

income' and the national product' and of 'per
capita product' are introduced. The discussion
only a very limited point. The point they are
which will enable them intelligently to compare
rapid economic development or industrialisation.
s an elementary discussion of taxation.

to the facts of changing and increasing national
ducts and, drawing on what they already know, the
these changes are reviewed.

opulation changes are one of the most important
s in National Income and the National Product. And
he factors behind population changes.

lives of pre-agricultural hunters. The Bushmen are
mple. The small size of the communities is
pulation density and the very high land requirements
imposes. It is also emphasised that their way of
time for doing anything else than provide for
y gradual improvement in their tools and weapons
is noted. To correct the widespread mis-
ifies civilised societies with economically
artistic achievements of the Bushmen and the
egalitarian arrangements are emphasised.

d the first animal husbandry is briefly described
istorically and geographically. Students are then
ques 'rapidly' spread to all the main land masses
ralia - or were independently invented in places
s followed the original introduction. Man is less
nd has greater knowledge of how to use its

the improvement of agriculture are noted - the
rtility may be renewed (making fixed site
he invention of ploughs and the introduction of
placement of a wooden ploughshare by an iron one;

.../5

	the spread of useful food and other they are indigenous to other parts. ultural development is given specia the first surplus for diversified pr agriculture and food production.
(b) The development of manufacturing and mining.	Certain examples are given as illust wheel, the printing press. The non- important pre-industrial inventions section the point is explicitly mad technical change and economic develo lately started - or started with th a long and continuous history.
(c) Development in the building. Construction and service industries.	Again, various examples are given a building technique and the first us examined. The early history of tea industries is outlined.
(d) The development of power supplies	The first use of water and wind pow historical discussion of the first be shown that the widespread introdu and other new sources of power was change associated with industrialis
(e) Development in trade and transport.	The first great expansion of trade discovery of metals. The growing v mediaeval Europe may be emphasised. earlier work, appreciate the import development. They will now see tha the chief factors - in addition to market-size.
(f) The development of banking.	The growth of banking and the begin mediaeval and post-mediaeval Europe
3. Science i. Scientific method ii. The evolution of scientific method	Scientific method is analysed and c magical methods of attempting to un physical world. The history of sci earliest origins, down to the scien

ood and other crops from parts of the world where
other parts. The economic importance of agric-
s given special emphasis and it is pointed out that
diversified production must nearly always come from
roduction.

given as illustrations - the loom, the potter's
ress. The non-European origin of many of the most
ial inventions is emphasised. Throughout this sub-
explicitly made and reinforced by illustrations that
economic development is not something which has only
tarted with the first industrial revolution. It has
history.

es are given as illustrations. Early improvements in
d the first use of processed building materials are
history of teaching, medicine and other service
d.

r and wind power is described. In advance of the
of the first industrial revolution, students may
espread introduction of chemical (such as coal and oil)
of power was and is the most important technical
h industrialisation.

sion of trade is shown to be linked with the
The growing volume of trade in mediaeval and post-
be emphasised. Students will already, from their
ate the importance of the market size for economic
ll now see that the means of transport is one of
n addition to productivity - which will determine

and the beginning of 'capitalistic' business in
diaeval Europe is described.

analysed and compared with other pre-scientific or
tempting to understand and acquire mastery over the
history of scientific method is described from its
n to the scientific revolution. The relationship

between the study and subsequent kn
technical innovation which has help
take responsible advantage of its r
The refinement of experimental proce
contribution to knowledge about the

4. Politics.

i. Analysis of main political terms.

Students are shown that people who
have procedures for reaching collec
a community are then shown to be it
which it reaches these decisions.
are directly involved in making a
political history is shown to be th
communities.

ii. Main different types of government

Some main different types of gover
the elementary 'direct democracy'
democracy, feudal or chiefly rule,
are shown where some of these diff
originated. They are shown that i
a government is related to the com
there is an important distinction
unlimited or undefined powers and
are limited of defined by agreemen
an important distinction between
replaced by peaceful and agreed pr
replaced violently or by other non-
mass representative democracy is a
dates the first experience of indu
may always be sensible to ask whet
interests of a particular group in
to the notion of a ruling class.

iii. Government functions and the efficiency of government taxation.

It is shown how, historically, gov
increase in step with economic dev
an important distinction between g
everything or almost everything in
avow that peoples' private lives
possible within the limits of publ
also shown that it is always sensi
performs its functions, and it is

nnd subsequent knowledge of the physical world and
on which has helped man to control his environment and
dvantage of its resources is considered in this section.
xperimental procedure and its increasingly systematic
owledge about the world are examined briefly.

that people who live in groups or communities must
r reaching collective decisions. The 'politics' of
en shown to be its collective decisions or the ways in
hese decisions. Politicians are shown to be people who
ved in making a community's collective decisions and
is shown to be the history of the collective decisions of

t types of government are simply identified - monarchy,
rect democracy' of the bushman band, representative
or chiefly rule, oligarchies of various kinds. Students
me of these different types of government first
are shown that it is always sensible to aks how
lated to the community it governs. They are shown that
ant distinction between governments or rulers with
fined powers and governments or rulers whose powers
fined by agreement. They are also shown that there is
inction between governments which can be peacefully
ful and agreed procedures and those which can only be
or by other non-recognized ways. They are shown that
e democracy is a quite recent phenomena which post
perience of industrialisation. They are shown that it
sible to ask whether a government reflects the special
rticular group in the community and they are introduced
ruling class.

historically, government functions have tended to
with economic development. It is shown that there is
inction between governments which attempt to control
ost everything in the community and governments which
s' private lives and thoughts should be, so far as
he limits of public safety their own business. It is
t is always sensible to ask how effieciently government
tions, and it is emphasised that, if economic develop

.../

	is to take place, governments must inefficiencies of corruption and Finally, taxation and Government f of taxation are examined.
iv. Government and the allocation of the community's surplus.	Students are shown that governments important historically in influenci profits and savings should be inve a community's profits and savings, investment should take.
v. Property and slavery and the origin of government.	The evolution of government, in th specialists responsible for commun democracy' of the hunting band is shown to have appeared after the A governments are shown to be linked private property. This sub-sectio origin and economic significance o
vi. Some Political Characteristics of Modern Societies.	The impact on political institutio politically aware, critical and i significant challenge to privileg
5. <u>Economic development and industrialisation</u>	
i. The main contrasts between pre-industrial and industrial societies.	The main material contrasts betwe societies are set out in a basical capita incomes are compared as well material prosperity (mortality and and consumption standards). Othe much greater urbanisation and much industrialised countries. Rates o compared and students are introduc material living standards in indus communities. Comparisons are mad (e.g. for Britain in 1750 and 195 countries today. (The social and industrialised and pre-industrial sub-section but left over for tre

be reasonably stable. The dangers
potism are also explicity emphasised.
nance are discussed and the functions

and ruling classes have been very
ng what proportion of a community's
ted, in determining the size of
and in determining what forms

sense of a group of full time
ty decision making, from the 'direct
escribed. Specialist governments are
ricultural revolution. Specialist
historically with the institution of
also includes a discussion of the
the institution of slavery.

ns and policy of a substantial
formed public opinion, and the
.

n industrial and pre-industrial
ly factual and statistical way. Per
as other main indicators of
literacy rates, food consumption and
comparisons are set out showing the
reduced agricultural labour force in
f growth and rates of investments are
ed to the notion of the gap between
trialised and pre-industrial
across time for the same country
) as well as between different
cultural differences between
societies are not discussed in this
tment in section 7).

.../8

ii. The first industrial revolution and its origins.

The origins of the first industrial r
answering two main questions, namely
revolution take place in North Weste
in Britain. The British experience o
under the following main headings:-
(a) Natural resources (including geog
resources at the start of the ind
(b) State of agriculture, of industry
at the start of the industrial re
(c) Level of skills and knowledge and
revolution and the state of adult
(d) Where the finance capital for ind
identity of the main innovators.
among other sources of investment
trade and from trade between Brit
(e) Living standards and conditions o
industrial revolution and the beg
protection legislation.
(f) The rate of economic growth durin
industrial revolution.

iii. Some early experiences of industrialisation.

In this sub-section students examine
of various countries. Students may c
countries for special study: U.S.A.,
Denmark, Yugoslavia. The examinatio
as in sub-section ii.

iv. The special problems of industrialisation today.

The special problems faced by communi
industrialise today or where industri
perhaps in the last century, has stil
are examined in this sub-section in s
the population explosion, by rising c
control of governments are emphasied.
consumption - including welfare expen
the problems of standards is consider
prestige products is dealt with. Stu
advantages and disadvantages, for cou
existence of high mechanised producti
problem is discussed and the contribu

revolution are examined with a view to
why did the first industrial
rn Europe and why did it take place
of Industrialisation is then discussed

graphical position) and human
dustrial revolution.
y, of transport and trade, etc.
evolution.
d the start of the industrial
t literacy.
dustrialisation came from and the
. In this sub-section we examine,
t finance, profits from the slave
tain and its colonial possessions.
of the working class during the
ginnings of welfare and workers'

ng the successive stages of the

the industrialisation experience
choose four of the following seven
U.S.S.R., Japan, France, Germany,
n follows the same main headings

nities which are just starting to
rialisation, though originating
ill a way to go (as in India's case)
some detail. The problems posed by
expectations and by the democratic
d. The dilemma of increasing
nditure - or investment is examined.
ered and the tendency to spend on
tudents are introduced to both the
ountries developing today, of the
tion techniques. The manpower
bution which education policies can

	make towards it. More specifically of an education system geared mainly collar workers. The key shortage inadequate capacity to import capital and also made aware of the **broad** with the underdeveloped countries the world market and the developing manufacturers.
v. Some contemporary experiences of industrialisation.	In this sub-section, students examine experience of various countries - South Africa, China, Cuba. Students countries for special study. The headings (a) to (f) in sub-section the light of the special problems
vi. The experience of industrialisation summarised.	Students review the experience of countries selected for special study experience and policies in mainly mainly state enterprise ones.
6. The Economic situation in the <u>student's own country and locality.</u>	
i. The economic level of the student's own country.	In this sub-section an assessment student's own country and its level **capita** income, its school enrolment growth and so on are all estimated other countries. Estimates are given own country is changing.
ii. The main resources of the student's own country.	The natural and human resources of resources of investment finance (
iii. The main development problems of the student's own country.	In this sub-section, students examine having to face the special problems **identified** in iv. above - and what problems of its own are faced.

lly, students are introduced to the dange
inly to production of an elite of white
e of foreign exchange and thus the
pital goods is investigated and students
division of labour in the modern world
s supplying mainly primary products to
ing countries supplying mainly

xamine the present industrialisation
- Zambia, Tanzania, India, Brazil,
ents may choose four of these seven
e examination again follows the main
on ii above it is also undertaken in
s discussed in sub-section iv. above.

of industrialisation in the different
study. They both compare and contrast the
y private enterprise countries and in

nt and measurement of the economy of the
vel of development is made. Its per
ent, its mortality rate, its population
ed and compared with the figures for
given of how income, etc. in the student's

of the student's own country and its
(actual and potential) are examined.

xamine how far their own country is
lems of contemporary industrialisation
hat other particular development

vi. The economy of the students locality.	This section examines briefly the ec locality, its levels and sources of resources, and so on.
v. Ways of developing or contributing to the development of the student's own locality.	Finally in this sub-section, an att of the student's neighbourhood is b contributions which might be made b economic development rationale of, i considered.
7. Social and cultural change	
i. Contrasts in social and cultural patterns between pre-industrial and and industrialised societies.	In 5i. students were introduced to between industrialised and pre-indu they examine some of the main contr between pre-industrial and industri
ii. The historical effects of industrialisation on cultural and social patterns.	Students are shown how, historicall ancient cultural and social pattern
iii. Non-material and non-economic needs and wants and how these are satisfied	Students are reminded in this sub-s beginning of the syllabus in 1i., n as well as material needs and wants both in pre-industrial and industri
iv. Contemporary efforts to soften the impact of industrialisation on social and cultural patterns and to protect non-material and non-economic goals.	Against the background of mounting social effects of industrialisation minimize or eliminate these effects countries.
v. Social and cultural patterns and non-economic goals in the student's own country. The likely impact on them of industrialisation. Ways in which non-economic goals may be protected.	Students examine the social and cul of their own country and look at th industrialisation upon them. A spe cultural patterns which are incompa and development (e.g. treating catt economic assets) and others which, devised, can be expected and encour

e economy of the student's immediate
of income, its natural and human

attempt is made to show how the economy
s being, or can be, developed. Possible
e by a student body are discussed and the
f, for example, voluntary building work is

to some of the main material contrasts
ndustrial societies. In this sub-section
ntrasts in the social and cultural patterns
trialised communities.

ally, industrialisation has broken down
erns in many different countries.

b-section of something noted at the
, namely that human beings have non-material
nts and it is shown how these are satisfied
trialised societies.

ng contemporary dissatisfaction with anti-
ion, students are shown that efforts to
cts are now being made in many different

cultural patterns and the non-material goals
the impact and likely future impact of
special effort is made to separate social and
mpatible with successful industrialisation
attle as prestige symbols rather than
h, provided imaginative policies can be
couraged to survive industrialisation.